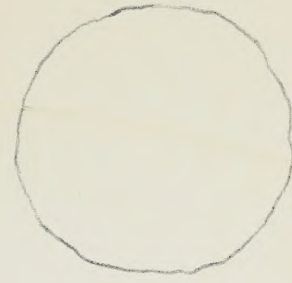


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the hole in the fence



teacher's guide
to the hole in the fence
(revised 1978)

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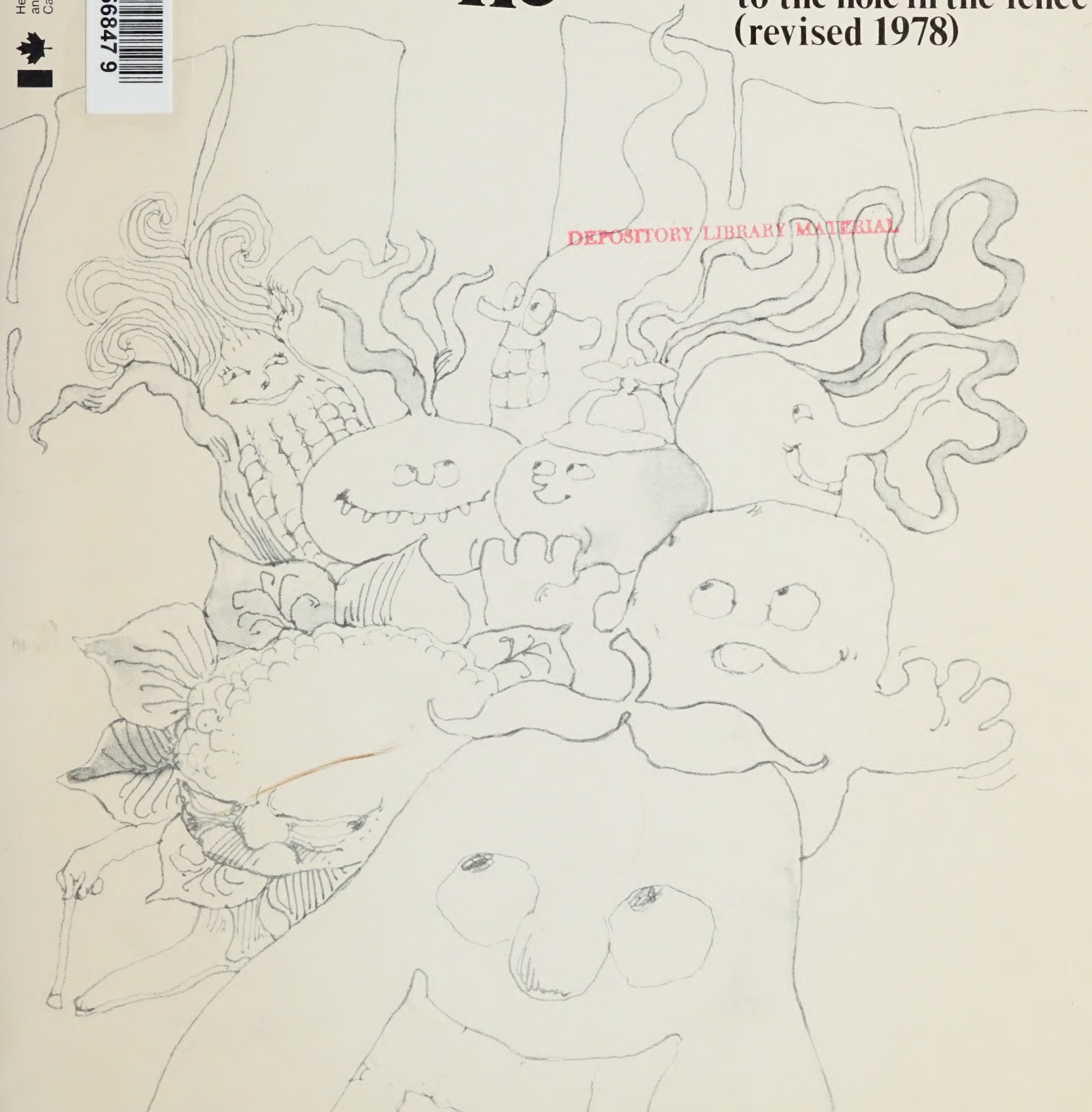
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**TEACHER'S GUIDE
TO THE HOLE IN THE FENCE
(Revised 1978)**

A Project of

Promotion and Prevention Directorate
Health Services and Promotion Branch
Health and Welfare Canada
Ottawa, Ontario
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INTRODUCTION

The Hole in the Fence is an educational program for assisting in the development of personal-interpersonal relationships. Although the storybook was designed for children with a reading level of grade 2 to grade 3, teachers have been enthusiastic with results from kindergarten to grade 5 with appropriate adaptation.

The program is a response to the need for educational materials at the elementary level aimed at the prevention of alcohol and other drug abuse. With this intent, the program was developed to represent current thinking as to the types of learning experiences that will be constructive in a child's future decisions regarding drug abuse.

The Hole in the Fence considers both medical and non-medical drug use in the context of other personal-interpersonal situations. The stories have been created to permit different levels of understanding and interpretation. This allows the teacher maximum discretion and judgement in bringing out issues that are appropriate for his/her class.

The characters in the stories are vegetables who find themselves in various personal-interpersonal situations requiring resolution. Most of the characters are male by designation. This is not intended to perpetuate a sex bias. However, by mirroring a society in which the male has enjoyed a certain stereotypic dominance, it permits the teacher to direct specific attention to male-female interactions and to explore the issue of male-female equality. In field testing, children on the whole identified with the characters without regard to the assigned sex.

The Teacher's Guide contains statements of purpose, theme and behavioural objectives for each story. A number of general and specific suggestions for using the storybook are also contained herein. Various suggestions and

activities that have been found useful by teachers who piloted the program have also been incorporated. The Guide is not intended to be prescriptive nor exhaustive, but rather it is intended to complement the teacher's experience in dealing with the needs of children with whom it is used.

The Hole in the Fence was developed under the auspices of the Non-Medical Use of Drugs Directorate, Health and Welfare Canada.

INSTRUCTIONAL SUGGESTIONS

INTRODUCTION

The Hole in the Fence is not a cognitive program so much as it is a program intended to assist the child to cope with the emotional experiences of life.

It is important that the learning process take place in an accepting environment. The process recommended is highly interactive with each child being permitted and encouraged to participate fully. It should be kept in mind that a child's attention span is short -- when he/she is required to listen to what an adult is interested in. When the child helps to determine the content and is listened to -- his/her attention may be expected to increase substantially.

An important aspect of The Hole in the Fence is to examine the commonalities of life where we share fears, insecurities, resentments, and desires. Too often, children feel that they are alone in thinking and feeling in certain ways and that it somehow makes them inferior to others. When this occurs, the strategy is often to suffer in silence for fear that someone may find out. The Hole in the Fence attempts to bring these concerns to the surface in an unthreatening manner and in so doing help the child to understand that he/she is a great deal like everybody else. The allegorical form of the stories permits the relevant issues to arise in the fantasy world of the Garden and then shift to the real world inhabited by the children. Through the process the child should learn to be confident in his/her abilities to constructively deal with the world and to be responsible for his/her actions. The program also allows children to explore what they would do in various situations in the absence of an authority figure.

The Hole in the Fence stories may be presented in a number of ways.

The stories may be read to younger children as they follow the pictures in the teacher's copy or individual copies. Older children may be permitted to read the stories or to follow the stories as they are being read by the teacher or another student. Children may be assigned the various lines to say as the teacher narrates and the other children follow. The program is also suitable for small group activity within a class. Discussions and activities accompanying the stories help to consolidate the learning and to facilitate the allegorical shift.

TIME ALLOTMENT

For maximum effectiveness, the program requires sufficient time allotment. Although this will ultimately depend on maturity of the child, experience of the teacher and other practical considerations, the following guidelines are offered.

There are nineteen stories. The teacher should be prepared to spend up to 60 to 75 minutes per story unit over two or more sessions. This would include the discussion and activity portions. Special activities such as art work, creative writing, character making and plays would require additional commitment.

The presentation of one story per week offers advantage. It would permit a week long focus on only one (or two) major theme(s). This would be helpful in allowing the children greater familiarity and consolidation of the concepts before a new theme is presented.

FORMAT

In this guide, each of the nineteen stories is presented in terms of theme, purpose, behavioural objectives, story resume, preparation, discussion aids,

and suggested activity. The main intent of each story is described in the Theme and Purpose sections. The teacher will note a number of unstated secondary themes within the stories. These serve to consolidate concepts in preceding or following stories. At the teacher's discretion, these may be identified and drawn out.

Behavioural Objectives are stated in reasonably specific terms. They may be readily operationalized by the teacher. Others may be added if desired.

The Story Resumes provide a brief summary of each story. An overview of the program may be obtained by reading each of these before focusing on the detail of each story and unit outline. Thereafter the resumes may serve as a reorientation to the stories as needed.

The Preparation section is intended as a brief orientation to the child. The discussion and/or activities suggested will serve to focus the child's attention to the relevant parts of the story and to aid the shift from allegory to the real world.

The section on Discussion Aids is intended to draw out and emphasize the concepts and issues contained in the stories. It is not prescriptive. Because the program is concerned with emotional/social development, there may be some occasions of risk to the child's dignity, privacy and/or security. At all times, the child (and his/her family) must be protected from unwarranted intrusion. Appropriate cautions are contained in questions or activities where this might occur. As a general strategy, almost any situation may be depersonalized by using third person reference.

The Suggested Activity for each story provides further emphasis and consolidation of the learning process in a game-like atmosphere.

FACILITATING DISCUSSION

The Hole in the Fence program relies upon the children's interaction through the discussion of ideas and feelings. A task of the teacher is to establish an appropriate climate to facilitate the flow of ideas and expression of feelings. The following suggestions are offered.

1. Drawing the children together into close physical proximity can facilitate social interaction. The children will feel less detached and more part of something. Hierarchies and pecking orders will have less meaning and the children may develop a closer emotional proximity. A circular arrangement has the added advantage of reducing preferred and non-preferred positions, front and back rows, "in group" children and "out group" children.
2. Assure that each child who wishes will have a chance to express his/her ideas and feelings. A child should not be forced to participate, but rather extended the right to pass if he/she so desires. One or more children may tend to dominate or interrupt the discussion. This may be avoided by making a rule that only one child at a time may speak.
3. The teacher may encourage the children's participation by expressing his/her ideas and feelings. Sometimes it is useful to provide a personal example. This serves not only to sanction the children's contribution, but also demonstrates that they are not being asked to do something that the teacher is unwilling to do.
4. Judgemental statements of the rightness or wrongness of a child's contribution may be explored by pursuing the reasoning behind the contribution and its consequences. Children could be lead to discover "rightness" or "wrongness" by exploration rather than assignment.

5. Ridicule of any expression should not be permitted. Ridicule can to the children's participation. It is all right to agree or disagree with a statement, but not to ridicule the person who offered it.
6. Confidence is fostered in an atmosphere of acceptance and courtesy. Children should be thanked or otherwise shown that their contribution was considered worthwhile.
7. Repeating (or paraphrasing) what the child said or meant helps to check out understanding and assists the contributor in clarifying his/her ideas. Other children may also be asked to paraphrase what a contributor has said to aid understanding.
8. Full attention and positive regard should be given to a contributor. Be careful not to glare at another child or otherwise show distraction while the contributing child is speaking. If necessary, the child may be stopped (with apology) to attend to a disrupting child, then asked to continue.
9. Periods of silence do not necessarily mean that the learning process has dried up. Rushing on to another question or topic could prematurely end the intended process. Children may be thinking. Rephrasing within the same question or topic might help to clarify the children's thinking.
10. Quiet children may be learning as much by listening as other children learn by speaking. Overt participation should not be forced. However, if a child does not speak up because of shyness or lack of self-confidence, the teacher may ask all children to whisper their ideas to each other and have the listener present the message to the group. The child from whom the message originated could be asked if the interpretation is correct. When lack of self-confidence as well as to increase the children's ability to listen and understand.

OTHER APPLICATIONS

Dramatization. Dramatization or play acting the stories and situations may be used effectively in conjunction with The Hole in the Fence stories. Dramatization calls for a person to assume the role of another person or character. It requires that the player relinquishes her/her own patterns of behaviour. He/she attempts, as far as possible, to think, feel, speak, and act as he/she thinks the other individual would under the circumstances explored. Because the player's own behaviour is not at issue, he/she will be able to express him/herself without the personal threat of appearing foolish or being censured. Participation in dramatization or play acting should be voluntary.

Creative Writing. Children may be asked to make up different endings for the stories or to create new stories. New characters with their own personalities may be added. The new characters could be developed out of the same vegetable (or fruit) types or new ones. New vegetables for character development could include celery, lettuce, sweet potato, rutabaga, turnip, string bean, wax bean, shallot, leek, parsnip, vegetable marrow, squash, zucchini, pepper, and kohlrabi.

Art Work. The characters and situations from the stories may form the basis for various kinds of art work. Young children could be given line drawings to color. These may be easily copied or traced from the story book. Older children could draw and paint situations of their own choosing. New characters and situations may be encouraged here also. Any other kind of art medium may be used to interpret The Hole in the Fence stories.

Growing, Feeling, Tasting, Smelling. Most of the vegetables (and fruit) upon which the characters are based may be grown under the children's observations. Vegetables can be obtained from the grocery store or parent's garden (in season) for the children to touch, taste, and smell.

Nutrition. The characters can be used effectively within a nutrition program.

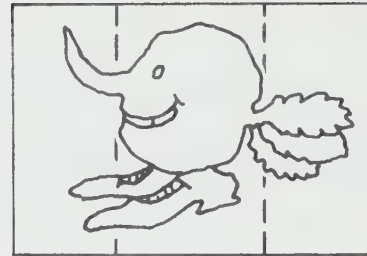
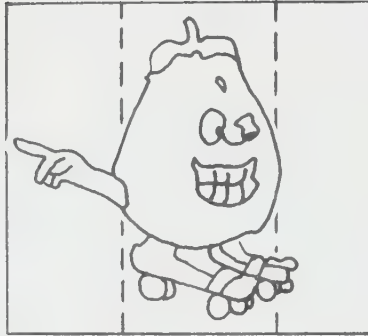
Poetry, Songs. The children and/or teacher may compose poetry and songs from the story book situations.

MAKING AND USING CHARACTERS

A number of variations in cutout figures and puppets are possible with The Hole in the Fence characters. Their uncomplicated designs permit convenient use in displays or dramatizations. The characters may be large or small, and copied or traced from the storybook. Displays may consist of a bulletin board, flannel board, table top or other. Dramatizations may take place with puppets above a screen, in a more elaborate puppet theater, a stage or in front of the class. The dramatization may be based on a story from the story book or one that the children and/or teacher creates. The following character types represent some of the possibilities.

Figures on Sticks. Card board cutouts can be secured to round or popsicle sticks. These may be placed in a styrofoam base for display or hand-held by students in dramatizations.

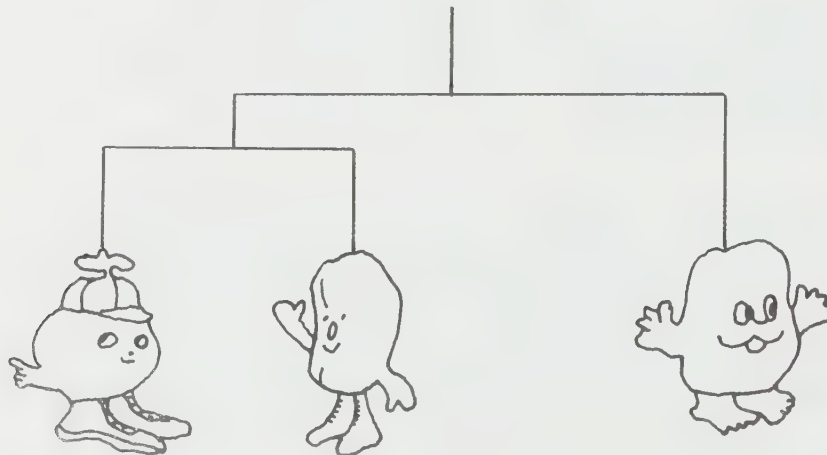
Stand Alone Cutouts. Figures drawn on medium weight cardboard can be partially cut out to verticle folding lines. Folding the cardboard permits the figures to stand up and gives them a three dimensional look. (Alternately, cut out figures may be glued to folded card board stands.)



Poster Characters. Characters drawn on large pieces of cardboard can be posted around the classroom, or attached around a child's neck with string for dramatization.

Balloon Characters. Features can be drawn on appropriate color/shape balloons with a felt marker. Feet made from heavy cardboard would provide weight and stability.

Mobiles. Character cutouts can be attached with string to horizontal wood or wire pieces and suspended from the ceiling.



Marionette Puppets. Simple control devices can suspend cutouts from above.

Hand Puppets, Finger Puppets. Hand and finger puppets may be made from various materials including paper mache and modeling clay.

CREATING ADDITIONAL STORIES

The teacher may wish to develop additional stories using the established characters or by introducing new ones. Almost any issue with which the children can identify is suitable for incorporation into a new story. The Story Unit Outline format may be used as a guide. As an example, a situation which could be developed follows.

Potato Needs Glasses. Potato always seems to be clumsy. One day he doesn't see Eggplant's bicycle lying in the path. He trips over it and lands in a heap. With only his pride hurt, he tries to convince Onion that he only pretended to trip, just to fool him. He really doesn't like lying to his friend, but he doesn't want to admit that he doesn't see very well either. Onion laughs politely and goes home for supper. When Onion is gone, Potato realizes he lost his very best marble when he fell. He looks high and low for it, but cannot see it. Mrs. Turnip comes along and points to his marble. She expresses surprise that Potato could not see it. Potato admits he can't see too well. Mrs. Turnip convinces him to have his eyes tested and get glasses. Although Cucumber teases him about his glasses, he is glad that he can see well.

THE CAST OF CHARACTERS

Asparagus lives at the edge of the Garden to avoid being teased for being tall and thin.

Baby Pea is the object of Pea's jealousy because Mother Pea pays more attention to him.

Bean is a young character who does not have a father. He lives alone with his mother.

Beet is shy and afraid to speak up. When she does speak up, she blushes, thinking that she appears stupid.

Broccoli is a quiet and friendly fellow. He is Brussels Sprout's cousin.

Brussels Sprout is a runt who aspires to be big and strong like Mr. Cabbage. He takes the Magic Potion believing it will make him big and strong.

Carrot is a show-off and always likes to win. He is somewhat of a loud mouth. When he is embarrassed by losing the election, he turns to the Magic Potion.

Chinese Cabbage is a visitor to the Garden.

Corn is confident, capable, knowledgeable and independent. She does not give in to group pressure and is not afraid to speak her mind. She competes in the election and wins.

Cucumber is the bully of the Garden. He is obnoxious and enjoys pushing others around.

Eggplant is a stranger who moves into the Garden. Because he is purple, he is initially ostracized.

Little Green Tomato is a determined little character who wants to be grown-up like her older sister.

Mr. Cabbage is an elder in the Garden. He is strong and wise. Everyone likes and respects him.

Mr. Cauliflower is another elder in the Garden. He is grouchy and bigoted.

Mother Pea is the mother of Pea and Baby Pea.

Mushroom is a sinister character who visits the Garden and tells of his Magic Potion. He meets only with the young characters and quickly disappears when adults are around.

Onion is gullible and eager to be liked. He permits the group to pressure him into doing things he feels are wrong.

Pea is a jealous character who runs away because his mother is paying too much attention to his baby brother.

Potato is likable and clumsy. His feelings are easily hurt.

Pumpkin is sensitive about his size and attempts to withdraw from the others when they tease him.

Radish is mischievous and cunning. He is a leader in the Garden and sometimes urges the others to do things that are not right.

Tomato is temperamental, egocentric and loves to be the center of attention. She is not particularly concerned about the feelings of others.

Uncle Corn is Corn's uncle. He is the Garden's doctor.

STORY UNIT OUTLINES

THE HOLE IN THE FENCE

THEME INTRODUCTION

PURPOSE

1. To develop the setting for the succeeding stories
2. To introduce major characters
3. To develop character personalities

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify the eleven characters assembling at the hole in the fence
- identify the two absent characters to whom reference is made
- describe some personality characteristics of the characters
- explain the meaning of a secret

STORY RESUME

It is morning. The characters awake and hurry to the hole in the fence. They are going to meet with Mushroom. He has told them to keep the meeting a secret from the adults and this makes the morning especially exciting. Character personalities begin to develop.

PREPARATION

Pictures and/or real vegetables brought to class would permit an advance familiarization with the characters. Children may be permitted to touch, taste and smell real vegetables. A small indoor garden could be used to grow some of the characters.

DISCUSSION AIDS

1. What is a secret? What do you think is good or bad about secrets?
2. Why don't the vegetables want Mr. Cabbage to find them waiting for Mushroom? (The conflict in loyalties necessitated by keeping a secret may be brought out.)
3. What do you think would happen if Mr. Cabbage discovered the secret?
4. Are there times when you do not want to have adults around? Why?
5. What is the difference between adults and children? (Adults may be seen as more experienced and knowledgeable.)
6. Radish was dreaming when Potato woke him up. What is a dream? What kinds of dreams do you have?
7. Radish lied when he told Potato that he had been up for hours. Why did he lie? Is it all right to lie sometimes? (Conflict in loyalties may again be raised.)
8. Radish always likes to be first. Today he wants to be first at the hole in the fence. Do you like to be first? When do you like to be first? When do you not like to be first?

SUGGESTED ACTIVITY

Familiarization with the characters may be increased by playing "guess who". Each child could act out a character of his/her own choosing or assigned by the teacher for the other children to guess who. The teacher may draw attention to the personality characteristics to help the acting.

MUSHROOM ARRIVES

THEME SOLVING PROBLEMS THROUGH MAGICAL MEANS

PURPOSE

1. To raise the issue that some people will offer "magical" solutions to problems
2. To show that there are different attitudes toward quick and easy solutions to problems
3. To introduce caution in accepting anything that is offered as quick and easy

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will:

- be able to express the meaning of "magic"
- express confidence in his/her ability to achieve goals without magic
- express skepticism in accepting anything offered as quick and easy

STORY RESUME

When Mushroom arrives, he tells the group about another garden where everyone was unhappy until a friendly mushroom gave them a Magic Potion. He says that the Magic Potion made them forget all their problems and allowed them to be anything they wanted. Mushroom suddenly disappears as Mr. Cauliflower passes the hole in the fence leaving the young characters to discuss the Magic Potion.

PREPARATION

A discussion of magic and magical things in general terms would help to focus the children's attention on the story. This could include: the magician's "tricks", the wishing well, witches, goblins, etc.

DISCUSSION AIDS

1. Mushroom described a garden in which everybody was unhappy. What do you think made them unhappy?
2. What kinds of things make people unhappy? (Personal reference may require caution.)
3. What kinds of things make you unhappy?
4. If you could change right now to anything that you want - what would that be? Would it be possible to be like that later? How? (Discussion will permit the discovery of ambitions which may be achieved with appropriate effort and others which may not.)
5. What do you think of Mushroom's story? Do you think that there is a Magic Potion that can solve all your problems? Why? Why not? (It is not necessary for the children to identify any particular substance with the Magic Potion.)
6. Why did Mushroom disappear when Mr. Cauliflower came along? (Discussion may be guided to a realization that Mushroom must depend upon the naivety of the young characters because adults will not believe him nor approve of his temptations. Reference may be made to the preceding story where Mushroom wanted the meeting to be a secret from the adults.)
7. What did Corn mean when she said, "It's never that easy to live happily ever after"? (Discussion will permit the conclusion that happiness requires effort.)

8. Return to the points made in the preparatory discussion to re-emphasize that magic is not real.

SUGGESTED ACTIVITY

Introduction: There is often a discrepancy between how we perceive the world and how we would prefer it to be. However, as we give substance to the "ideal", we may find that it is not so ideal after all. A careful comparison between the real and the ideal will often show that the ideal is not realistic.

Activity: Select a specific frame of reference with which the children are familiar. This may best be some aspect of the school (for example, the classroom, the schoolyard, the gym, etc.). Consider both the physical and rules aspects of the defined area. Under two headings recorded on the blackboard, ask the children to supply how they see the area (real) and how they would prefer it to be (ideal).

Discussion: The activity may be used to discuss how realistic the ideal is in relation to the real. Attention may be drawn to the consequences of the ideal and drawn to why the real evolved the way it has. Whereas the children should not be permitted to become complacent with the world as it exists, they should be encouraged to examine the consequences of change before they become committed to it.

CARROT CHEATS

THEME CONSEQUENCES OF CHEATING AND LYING

PURPOSE

1. To demonstrate that short term benefits of cheating can result in long term negative consequences
2. To demonstrate that cheating can lead to lying and deception in order to cover up
3. To show how cheating and lying may compound

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- give examples of cheating
- give examples of lying
- identify possible negative consequences when given a specific instance of cheating
- identify possible negative consequences when given a specific instance of lying

STORY RESUME

Carrot challenges Radish to a race. Radish is the best runner in the garden, so he is somewhat puzzled by the challenge. Carrot wins the race by taking a shortcut. Later, Radish learns how Carrot cheated in the race and in retaliation enters Carrot in the inter-garden Big Race. Knowing that he will lose, Carrot pretends he is sick. He avoids the race but also misses out on all the fun. Radish enters the race and wins.

PREPARATION

A review of the personalities and relationship of Carrot and Radish in previous stories will assist the child to understand the motivation for Carrot's behavior. This might include: Radish's competitive attitude toward Carrot, Carrot's need to be "one up" on the others, Carrot's need to "show off", etc.

DISCUSSION AIDS

1. What do you like about Carrot and Radish? Why?
2. What do you dislike about Carrot and Radish? Why?
3. In what ways do you think Carrot and Radish are the same or different?
4. Carrot is good at jumping. Radish is good at running. What things can you do well?
5. What did Carrot gain by cheating and lying? What did he lose? (Children's discussion may be directed to the realization that a short term gain by cheating or lying can result in a long term negative consequence.)
6. Do you think Radish was right in trying to get even with Carrot? Why? (This question will permit the exploration of the ethics or morality of revenge.) What else might Radish have done when he found out that Carrot cheated?
7. Tell us about a time when you "got even" with someone, or when someone "got even" with you.
8. What kinds of things don't you like to do?
9. When was the last time you pretended to be sick so you wouldn't have to do something? Did it work? Should you have done it? What other things do you do to get out of things?

10. Everyone likes to be rewarded for things they do. Radish won a prize for being the best runner. How can we let other people know that we appreciate what they do?
11. What could Carrot have done instead of pretending he was sick so he wouldn't have to run in the Big Race? (This question will permit exploration of ways that Carrot could have corrected rather than compounded the situation.)

SUGGESTED ACTIVITY

Introduction: An initial discussion may focus on the phenomenon of cheating in terms of its universality and attraction. Cheating is tempting because it appears to offer rewards which may not be obtainable by other means. The main point is that cheating does work sometimes, but if it is done often and discovered, others learn not to trust you.

Activity: A child is blindfolded and a partner is instructed to lead him/her around a specific area (e.g., classroom, schoolyard, etc.). At the end of a specified length of time, partners switch roles and continue. The "leader" should be instructed to describe what he/she sees or anticipates doing for the benefit of the blindfolded partner.

Discussion: The activity may be used to illustrate that there are things going on all the time that we cannot see. We must often trust someone else who can see things better than us. Leading a partner into a wall, or letting him/her trip is very much like cheating him/her. If this happens the partner will soon learn not to trust us. The fun associated with "tricking" someone else or violating their trust may cost their friendship.

Discussion may extend to personal experiences (with care) or third person experiences where short term gains produce long term disadvantage. For example, cheating on an eye examination to avoid glasses then suffering the disadvantage of not being able to see clearly.

BRUSSELS SPROUT LOSES HIS WAY

THEME RATIONAL AND IRRATIONAL FEARS

PURPOSE

1. To introduce the concept of fear
2. To explore different manifestations of fear
3. To explore rational and irrational fears
4. To emphasize that everyone is afraid of something
5. To stress the importance of overcoming fears by appropriate action

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify common fears
- describe ways of overcoming common fears
- distinguish between rational and irrational fears

STORY RESUME

On the way home one evening, Brussels Sprout comes across bully Cucumber. Frightened, he turns and runs. When he stops, he realizes that it is getting dark and he is lost. Along comes his cousin Broccoli. Brussels Sprout does not ask him for help for fear of being called a baby. Instead he tries to trick Broccoli into telling him the way home. It doesn't work and Brussels Sprout is left lost in the dark. Along comes Mr. Cabbage and takes Brussels Sprout home.

PREPARATION

A discussion of fears and fearful things in general terms would help focus the children's attention on the story. This should include types of fears which the children are likely to share such as the dark, heights, lightning, thunder, being left alone, etc. Postpone consideration of the rationality or irrationality of these fears until after the story. (Save on the chalkboard and note Discussion Aid number 8 below.)

DISCUSSION AIDS

1. Why was Brussels Sprout afraid of Cucumber?
2. Do you think that Brussels Sprout should have been afraid of Cucumber? Why? (Discussion should permit the conclusion that fear of someone who might hurt you is rational.)
3. What else made Brussels Sprout afraid? (Elicit that Brussels Sprout was afraid of being lost, of the dark, and of asking for help.)
4. I bet that we all have been lost sometime. Can anyone tell us about a time when they were lost? Were you afraid? What did you do? What should you do when you are lost? (Discussion should permit the conclusion that we sometimes have to ask for help when we are lost. The question of who is the most appropriate to ask should also arise.)
5. I bet we have all been afraid of the dark. Can anyone tell us about a time when they were afraid of the dark? What did you do? Should you be afraid of the dark? (Discussion should permit the conclusion that fear of the dark is usually irrational. Do not attempt to convince children that it is always irrational.)
6. Why was Brussels Sprout afraid to ask cousin Broccoli for help in finding the way home? What would have happened if Brussels Sprout had asked Broccoli how to get home? Would that have been better? Would you think that someone was a baby if they asked you to help them find the way home?

7. People are often afraid to ask questions when they don't know something. Should we be afraid to ask questions? (Discussion should allow the conclusion that nobody knows everything and that you must ask questions to learn.)
8. Return to the fears identified in the preparatory discussion and discuss their rationality, commonality, and ways which they might be overcome.

SUGGESTED ACTIVITY

Introduction: It is often unrecognized, especially by children, that being afraid is universal. Many fears are common to most people. These points are emphasized in this activity.

Activity: Establish a list of common fears on the chalkboard. This might include fear of: the dark, heights, loud noises, the unknown, being lost, thunderstorms, elevators, airplanes, dogs, cats, birds, snakes, etc. (This may be conveniently extended from the preparatory discussion and item number 8 of the Discussion Aids.) Ask the children to add to the list. Once the list has been compiled, ask the children to anonymously rate each item on a scale of one to three representing "very frightening", "a bit frightening", and "not frightening". When this has been done, tabulate the results for the children to see.

Discussion: The results of the tabulation of fears should illustrate that many fears are shared and that being afraid is universal. Discussion may include things of which the children were once afraid but have overcome (for example, water).

BRUSSELS SPROUT AND THE MAGIC POTION

THEME ASPIRING TO BE LIKE SOMEONE ELSE

PURPOSE

1. To assist the child to understand the feelings of others
2. To emphasize the ability of magic solutions to achieve unexpected and undesired results
3. To stress the importance of accepting one's self

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- give examples of situations in which his/her feelings may be hurt
- give examples of situations in which he/she may hurt the feelings of others
- explain what problems may occur when attempting to find a solution to a problem by short cutting.

STORY RESUME

Brussels Sprout tells everyone that someday he is going to be big and strong like Mr. Cabbage but they just laugh at him. Remembering the Magic Potion, Brussels Sprout goes to the hole in the fence to meet Mushroom. Mushroom gives him the Magic Potion and takes his hat in payment. Thinking the Magic Potion has made him big and strong, Brussels Sprout stands up to bully Cucumber. He finds that Mushroom has cheated him because the Magic Potion does not work.

PREPARATION

Review the previous story with emphasis on Brussels Sprout's admiration of Mr. Cabbage and desire to be like him. Review also the promises made by Mushroom about the Magic Potion.

DISCUSSION AIDS

1. What is a hero?
2. We all have heroes or someone we admire. Tell us about your hero. What do you like about him/her? (Discussion will identify traits which the children find desirable. Attention may be directed to the kinds of effort expended by the heroes to attain the traits -the implication being that the child may similarly seek to develop the traits. It may also be necessary to identify traits, such as those held by "super" heroes, that we can not develop.)
3. Brussels Sprout was teased for wanting to be like Mr. Cabbage. When have you been teased? What did you do? Is there anything we can do to avoid being teased? What?
4. What could Brussels Sprout have done to be big and strong like Mr. Cabbage? (This question complements the one above.)
5. Did the Magic Potion change Brussels Sprout? How? Was that a good or bad idea? (Although Brussels Sprout thought he had changed, he really had not. Discussion should focus on the problems arising out of his attempt to shortcut.)
6. What did Mushroom mean when he said, "You always have to pay"? (Every decision has consequences - good and bad. Discussion should bring out the importance of weighing both before making a decision.)
7. Do you think Brussels Sprout will take the Magic Potion again?

SUGGESTED ACTIVITY

Introduction: In desiring to solve a problem, some people look for a magical solution. But magical solutions to problems are no more magic than the magician's magic trick. However, when magic is performed by a magician, it is usually taken in good fun and no one believes it is really magic. Any magic trick suitable for classroom use should provide emphasis that magic is really only a trick. For this purpose, children should be shown a magic trick then later shown how it is done. Children in the class may also be encouraged to show magic tricks they know. One of the many possible tricks follows.

Activity: Each child calls out the name of a vegetable and the magician (teacher) appears to write it on a piece of paper, folds it, and places it in a container. (Actually the magician writes the first vegetable called out on all remaining sheets of paper as the children call out the names of other vegetables.) A child is asked to select a slip from the container and keep it a secret from everybody else. The magician then places a cloth over the container, waves his/her hands over the container ("to determine which one is missing") and writes the name of the missing one on the chalkboard. The child who selected the slip from the container verifies the magician's choice. Casually empty the container into the wastebasket as the children discuss the trick. Repeat a few times and then explain how the trick is done.

Discussion: Discussion may conclude that magic tricks are only magic to those who do not know how they are done. To those who know how they are done, they are not magic but only tricks.

PEA RUNS AWAY

THEME JEALOUSY AND RUNNING AWAY

PURPOSE

1. To indicate that running away will not solve problems
2. To stress that the grass is not necessarily greener across the fence
3. To demonstrate that jealousy can have a negative consequence
4. To demonstrate that every family is different

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- describe the meaning of jealousy
- describe situations in which he/she felt jealous
- identify ways in which affection may be shown
- describe the feelings of people (or pets) who have been separated from one another

STORY RESUME

Pea is upset because his mother is paying more attention to Baby Pea than to him. He runs away to Bean's house. But everything is unfamiliar there and he misses his own home. He returns home to find his mother waiting concerned.

PREPARATION

Everyone has considered running away from something at one time or another. Some have actually done so. A discussion may take place with the children regarding their thoughts, actions and motivations regarding running away. This will permit a conclusion that running away does not really solve your problems.

DISCUSSION AIDS

1. Pea is jealous of Baby Pea. Do you think he is right to feel that way? Why or why not? Have you ever been jealous of someone? (A conclusion may be reached that jealousy is unproductive.)
2. Why do you think Pea runs away? Is he right to run away? Was there something else he could have done instead? What would you have done?
3. Bean doesn't have a daddy. What do you think happened to Bean's daddy? (This question may raise issues such as divorce or death. If these issues are inappropriate for your class, please eliminate the question. The point may be made, however, that it is not unusual for a child to have only one parent or in some circumstances none. Some children don't have brother(s) or sister(s) either. The families are just different, not necessarily inferior.)
4. What made Pea uncomfortable in Bean's house? Tell us about situations when you have felt uncomfortable?
5. Pea didn't like Bean's house after awhile. What do you like or dislike about your home? Someone else's home? (This question allows emphasis that everybody's home has both advantages and disadvantages. Caution is advised if there are children in the class that come from particularly troubled homes.)
6. Pea missed his own home so he decided to return after awhile. What do you miss when you are away from home?

7. Pea told Bean that Sammy didn't like Bean's house. What was he really trying to say?
8. What happened when Pea returned home? What do you think your mother or father would say to you if you had run away?
9. How do you think Mother Pea shows she loves Pea? How is that different from the way that she loves Baby Pea? Would Pea like it if he was treated like Baby Pea? Why or why not?

SUGGESTED ACTIVITY

Introduction: In most people's minds, the real and the ideal in their lives are very different. However, when we try to give substance to our ideas of the ideal, inconsistencies and contradictions arise. This activity is designed to bring out some of these inconsistencies and contradictions.

Activity: Ask the children to think of the kinds of things they would like to have in an "ideal life", and compile a list of their suggestions. The list may include "no big brother/sister to boss me around", "all the ice cream I can eat", "bedtime whenever I want", "no school to go to", etc. A lengthy list should result. When the list is sufficient, discussion should be introduced regarding contradictions and inconsistencies. Bring out the fact that there are both advantages and disadvantages in any person's life. No one has all the good things and no one has all the bad. Wants differ among people and they also change from time to time.

The activity could be extended by having the children role play specific situations. For example, younger sister/brother has gone into older sister/brother's room to take back something that the older sister/brother borrowed. A child playing each part could explore what each might say to the other. Another situation may be where a child has forgotten to empty the garbage. Mother/Father finds him/her watching television. Roles may be switched after a time. Dialogue may be assisted by the teacher and/or the class.

Discussion: The activity should bring out the point that there are good and bad things in everyone's life situation. Following discussion may focus on the point that what appears attractive in another person's life is also accompanied by responsibilities and obligations that are not so attractive. Big brother/sister may have more freedom to come and go as he/she pleases but he/she may also have more responsibility for doing work around the house, looking after younger brothers/sisters, earning their spending money, etc. Younger people such as the children in the class actually may have more time to play, do more "fun" things in the school, etc.

POTATO GETS PUNISHED

THEME MISUNDERSTANDING AND UNJUST BLAME

PURPOSE

1. To show that intentions are sometimes misunderstood
2. To show that mistakes are sometimes made in placing blame
3. To emphasize the need for understanding a situation before taking action
4. To explore the feelings of someone who has been unjustly blamed

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify specific situations in which mistakes are likely to occur
- describe how a greater understanding of a situation can be achieved before taking action
- state what he/she would do to correct a situation in which someone else was unjustly blamed
- describe the feelings of someone who has been unjustly accused

STORY RESUME

Pea and Bean are playing with Pea's new ball. Cucumber grabs the ball and kicks it away into the field. Potato chases the ball intending to return it to Pea. Along comes Mr. Cauliflower who punishes him thinking that he was really trying to steal the ball.

PREPARATION

The concept of blame may be discussed around the following situations:

1. Johnny decides to help his mother wash the dishes and accidentally breaks six plates
2. Sally is fooling around in the kitchen and knocks a cup and saucer to the floor where it breaks.

Who is more to blame?

DISCUSSION AIDS

1. What do you like or dislike about Cucumber? Pea? Mr. Cauliflower? Potato?
2. All of us have behaved like Cucumber at some time. Can you tell us about a time when you behaved like Cucumber?
3. Cucumber wanted Pea's ball. Have you ever wanted something that belonged to someone else? What did you do? What could you do?
4. Mr. Cauliflower believed that Potato was stealing Pea's ball. Was he right to think that way? Why? (Discussion may be directed to how intentions can be misunderstood.)
5. What would have happened if Potato had run away like Cucumber did? Would that have been a better idea? Why or why not?
6. Have you ever been blamed for something you didn't do? What did you do about it? What can be done when you find out that someone has been blamed for something he/she didn't do? (Discussion may lead to the conclusion that the situation should be corrected.)

SUGGESTED ACTIVITY

Introduction: Misunderstanding and unjust blame provides a useful theme for role playing. The children may be asked to help supply the situations from their own experience. For example, a role play activity may develop from a situation in which a child picks a fight with another child who has often been in trouble. Along comes a teacher who blames and punishes the second child even though he/she did not start the fight. In another situation, there are several children in a family. One eats all the cookies in the jar and is afraid to admit it when the mother asks. Mother thinks it is one of the other children and punishes him/her for eating the cookies and for lying about it. In another situation, a child has several friends playing in his/her room. After they go home, he/she finds that 25¢ is missing from his/her drawer. He/she thinks that he/she knows who did it and tells everyone else. Although that person did not do it, he/she is blamed.

Activity: Once the situations have been chosen, have the students work in groups to plan what happens in the situation. Groups may be asked to supply several different outcomes to the situation. When these have been established, the groups are asked to role play the situations for the rest of the class.

Discussion: After each role play, the significance of the situation may be discussed. Attention should be given to the feelings of both the accused and others in the situation, especially the person that is really guilty. After each group completes the alternate outcomes in role playing, discussion may attend to the quality of the different outcomes presented and possibly suggest others not thought of by the presenting group.

POTATO AND ONION MAKE FRIENDS

THEME BEING LEFT OUT

PURPOSE

1. To stress the importance of being aware of others' feelings
2. To encourage the child to respect the feelings of others
3. To show that situations may be misinterpreted
4. to show a rejection of a magical solution to a problem

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- describe situations in which someone is likely to feel left out
- describe the probable feelings of others in specific situations
- describe how the feelings of others may be protected in situations where someone is left out

STORY RESUME

Potato is playing hopscotch with Tomato and Onion. Tomato harshly blames Potato for being clumsy then leaves with Onion to play somewhere else. Feeling lonely and sad, Potato reflects on the Magic Potion but rejects it when he recalls Brussels Sprout's experience. A few days later, Tomato and Potato go off together leaving Onion behind. Potato and Onion later realize that each had been hurt by being left behind. They vow to be real friends and not leave the other behind again.

PREPARATION

Briefly review the previous story with emphasis on Potato's feelings at the conclusion. This will orient the children to the present story where feelings are hurt in a different way.

DISCUSSION AIDS

1. Why do you think that Tomato wanted to leave Potato behind at one time and Onion behind at another time? (Discussion may be directed to Tomato's selfishness.)
2. Why was Tomato angry at Potato? Should she have been angry at Potato? When have you been angry with someone? Why?
3. Why were Potato and Onion unhappy? Have you ever been left out? How did you feel? Have you ever left someone else out? How do you think they felt?
4. When Onion was left behind, he thought that it was because Tomato and Potato didn't like him. Was he right to think that way? (Discussion should discover that situations may be misinterpreted.)
5. When Potato was feeling bad for being left behind, he thought about the Magic Potion. He decided not to take it. Why? (He recalled that it didn't work for Brussels Sprout.)
6. What do you think would have happened if Potato had taken the Magic Potion?
7. What do you think would have happened if Onion had not told Potato about his hurt feelings for being left behind? (The misunderstanding may not have been corrected.)
8. Why did Potato and Onion decide to be friends?
9. Can someone tell us about a time when your feelings were hurt or when you hurt someone else's feelings?

SUGGESTED ACTIVITY

Introduction: Being left out is a fairly common experience. Often, the reasons why someone has been left out are misinterpreted and remain unclarified. This situation offers a means of exploring feelings and solutions by role playing. The children may be asked to help identify situations from their own experience. For example, a child is having a party and doesn't invite a friend who lives next door. Another situation may involve a child who has been away from school because of illness. When the child returns to school, he/she finds that the class was divided into groups and are part way through some very interesting activities. The teacher assigns the child to one of the groups but he/she feels and is treated like an intruder. (A person can be left out even if he/she is part of a group.

Activity: The class may be divided into groups and using the situations identified plan different resolutions. The situations may then be role played before the class. Consideration might be given to having the children role play with puppets. (Vegetable character puppets might be ideal.)

Discussion: Discussion following the presentations may focus on the nature of the resolutions and feelings of the characters involved. Other situations for discussion might include being left out because of sex and what one can do when one is left out.

PUMPKIN'S PROBLEM

THEME PHYSICAL DIFFERENCES

PURPOSE

1. To focus on differences between individuals
2. To stress the importance of being sensitive to the feelings of others
3. To emphasize that withdrawal or running away will not solve the problem
4. To point out that attitude towards one's self is important in the way others react to us
5. To stress the importance of being acceptable to one's self

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify a range of physical characteristics that might make people feel self-conscious
- discuss how different physical characteristics are important to different physical activities
- describe the futility of adopting a bad attitude toward something that cannot be changed
- present reasons why running away or withdrawing will not solve the underlying problem

STORY RESUME

Because of his size, Pumpkin has difficulty playing hide and seek with the others. Their ridicule leads him to try to become smaller. But all efforts fail and he retreats to the edge of the garden. There he meets Asparagus who is there because she is tall and thin. Both realize that there is nothing wrong with being different. They return together to the main part of the garden and ignore the thoughtless remarks of the other characters.

PREPARATION

Discuss the concept of teasing and how it feels to be teased. The issue may be raised as to how thoughtless and mean some people are who are always teasing others. The children may find from their experience that some people who tease a lot get most upset when someone teases them.

DISCUSSION AIDS

1. What do you like and dislike about Pumpkin? Would you want to have Pumpkin for a friend?
2. All of us at some time have felt uncomfortable about the way we look. Tell us about a time when you were in a situation like Pumpkin. (Care should be exercised in the use of this item to protect the children's feelings who have very obvious physical problems.)
3. Why did the others make fun of Pumpkin? Was that fair? Why or why not? Tell us about a time when you were laughed at. How did you feel? What did you do? Tell us about a time when you laughed at someone else. How do you think he/she felt?
4. Pumpkin tried to make himself smaller. Why didn't the ways he tried work? What do you think he could have done?

5. What else could Pumpkin have done besides run away?
6. In what ways are people different from each other? What can people who are different do that others cannot do as well? (Discussion may focus on physical characteristics that are important in certain activities. For example, tall people and basketball, heavy people and football, small people and horse racing, thin people and modeling, etc.)
7. What did Pumpkin and Asparagus decide to do about the others making fun of them? What would you do?
8. Why does Radish run to look in the mirror? Why did Pumpkin make fun of Radish's nose? Why did he say he was sorry to Radish?
9. Do you think that the others will continue to laugh at Pumpkin and Asparagus? Why or why not? (Discussion may conclude that their changed attitude will result in less ridicule and that a person's self attitude is important in the way that others react to her/her.)

SUGGESTED ACTIVITY

Introduction: Within any group of people there is a range of physical characteristics. Children may be involved in a discussion that considers the range of differences found. This will establish a list of characteristics to be considered in the activity. The point may be raised as to how odd it would be if everybody was identical.

Activity: Create a list of physical and ability characteristics from the preceding discussion. Add to the list as necessary. Make a chart with these characteristics along one dimension and the children's names along the other dimension. Make appropriate measures or observations for each child. The chart may include height, weight, chest size, arm size, waist size, standing jump, long and/or vertical jump, etc. All of these observations may provide a picture of variation in the class.

(An extension to this activity may be to follow some of the characteristics over time. For instance, measure height, weight, jumps, etc., at two week intervals over several months. Changes should be apparent over time.)

Discussion: In response to the class characteristics, a discussion may be initiated regarding advantages and disadvantages of being short, tall, heavy, light, etc. Advantages should receive more attention than disadvantages. The point should be raised that we can take advantage of the characteristics that we have and do some things that others may not be able to do. We may also change some aspects of our physical characteristics by appropriate means such as exercise or better nutrition. (Caution is indicated in setting the stage for ridicule of excessively fat children or children with other characteristics out of the normal range.)

EGGPLANT ARRIVES

THEME PREJUDICE AND DISCRIMINATION

PURPOSE

1. To introduce the concept of prejudice
2. To introduce the concept of discrimination
3. To show how a label may influence attitudes toward another individual
4. To encourage the child to speak up when he/she feels right
5. To permit an exploration of ways to meet strangers or newcomers

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- list various labels that would introduce prejudice
- describe how one might go about meeting a person for the first time
- express confidence in speaking up when he/she feels right

STORY RESUME

The young characters are assembled at the hole in the fence awaiting the arrival of Eggplant. No one has yet met Eggplant and everyone is very excited. Mr. Cauliflower comes along and tries to push his way to the hole in the fence. As Eggplant approaches, Mr. Cauliflower demands that everyone ignore him and go home - because he is purple. When Eggplant arrives, there is no one to greet him.

PREPARATION

When we don't know another person, we often judge him/her on the basis of physical appearance or a label that someone else has attached to him/her. Discuss generally ways in which we judge others. Various uncomplimentary labels may be considered that serve to assign prejudice to the individual being considered. This need not be restricted to racial origin or colour but may also include mental and physical disability, religious affiliation, life style, etc. Care should be taken to avoid embarrassment of particular children or their families.

DISCUSSION AIDS

1. What do you like or dislike about Mr. Cauliflower?
2. Compare Beet and Corn. Which one would you most like to be like? Why?
3. Why was Beet afraid to speak up? Have you ever felt the same way? Why? What did you do?
4. Everybody was excited about meeting Eggplant before Mr. Cauliflower came along. Why did they change their minds?
5. Why did Mr. Cauliflower not like Eggplant? Do you think he was right? How would you feel?
6. Nobody stayed to meet Eggplant. How do you think Eggplant felt when he arrived? How would you feel?
7. How would you welcome someone new to your school or neighbourhood?

SUGGESTED ACTIVITY

This and the following two stories are linked together in theme and intent. The activity following the third story is related to all three.

POTATO FALLS IN THE MUD

THEME JUDGING BY OUTWARD APPEARANCES

PURPOSE

1. To show the pitfalls of attempting to judge an individual by a label
2. To encourage the child to look beyond a label when judging another person
3. To discourage the use of prejudicial labels
4. To encourage the child to admit when he/she is wrong

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify how a label may give a wrong impression of someone
- list the kinds of personal characteristics that would provide a more accurate judgement of people (compared to labels)
- express willingness to admit to errors in judgement about people

STORY RESUME

Eggplant has been banished to the edge of the garden because he is purple. One day a strange thing happens. Potato falls in a puddle of purple mud and is covered from head to toe. His friends and Mr. Cauliflower treat him with hostility, believing that he is Eggplant. When Cucumber throws water at Potato, the mud washes away. Everyone except Mr. Cauliflower realizes their mistake and apologizes to Potato.

PREPARATION

Briefly review the preceding story.

DISCUSSION AIDS

1. What do you like or dislike about Potato?
2. How did everyone treat Potato when they thought he was Eggplant? Why?
3. In what other ways do we judge people according to their outward appearance, for example, big, small, ugly, beautiful, etc.? What kinds of things should we really judge people on?
4. After everyone else realizes that they made a mistake and apologized to Potato, why didn't Mr. Cauliflower believe that Potato was really Potato? (Discussion should conclude that Mr. Cauliflower did not wish to admit he was wrong.)
5. Is it wrong to make a mistake? Is it wrong not to admit that you made a mistake? What should you do if you make a mistake? (You should try to correct the mistake. The characters, except Mr. Cauliflower, apologized when they realized their mistake.)
6. What do you think would have happened if the mud had not washed off Potato?
8. How would you feel if you were in another country where everyone but you was purple and they treated you like Eggplant was treated?

SUGGESTED ACTIVITY

This story is the second of three linked together in theme and intent. The activity following the third story is related to all three.

EGGPLANT GETS A SCRUBBING

THEME LOOKING BEYOND LABELS

PURPOSE

1. To emphasize that labels can be misleading
2. To show the importance of looking beyond labels
3. To show that anyone – even adults – can be wrong

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- describe how labels may be misleading
- identify ways in which a wrong may be rectified
- express willingness to correct an error when it is recognized

STORY RESUME

Onion has an idea. Maybe Eggplant's colour will wash off – just like it did with Potato. Everyone rushes to the edge of the garden with soap, water and brushes. They scrub and scrub Eggplant, but he remains purple. In the process, they find that they like Eggplant and take him back to the main part of the garden.

PREPARATION

Briefly review the preceding two stories

DISCUSSION AIDS

1. Why doesn't Eggplant's colour wash off?

2. Why was Mr. Cauliflower wrong? (Discussion may conclude that Eggplant was not like Mr. Cauliflower assumed because of his colour. He judged Eggplant on the basis of Eggplant's colour and not what Eggplant was really like.)
3. How did the young vegetables correct their mistake with Eggplant? (They became friends, they welcomed him into the group, etc.)
4. What lesson did the young characters learn?
5. Did Mr. Cauliflower learn anything? What?

SUGGESTED ACTIVITY

Introduction: A game of "Artificial Discrimination" will help the children to experience discrimination or prejudice as both the giver and the receiver. Some care is necessary in this exercise to avoid too much enthusiasm by the "givers". The game may be introduced by discussing the ways in which children exclude others or look down upon them, for example, by not paying attention to them, by not speaking to them, by taunting them, by denying them privileges, etc.

Activity: The class is divided into three or more groups. Each group should be less in numbers than the other groups combined. Each child in one group is given an identifier to wear.* This may be a purple headband, or armband, or other. (Purple is useful because of its association with the story. Colours such as black, yellow, red, and brown should be avoided.) This group is the minority group. The other groups (collectively the dominant group) are then allowed to specify the rules which will govern what the minority group may and may not do (with teacher guidance). For instance, the minority group may be denied the privilege of talking, sitting

* It is important that the identifiers chosen are removable. The use of physical characteristics such as eye colour, hair colour, size, sex, hair length, wearing of eye glasses, etc., are specifically advised against.

on chairs, using certain equipment, etc. They may be required to sit at the back of the room while the dominant group plays a game. The dominant group may also set privileges for its members such as calling the minority group members "purple freaks", talking, chewing gum (on this occasion only, of course), selecting a game or activity to do (with exclusion of the minority group), etc. After a specified length of time (perhaps an hour or so), another group becomes the minority group and the previous minority group joins the dominant group. Continue until all groups have experienced the minority role.

Discussion: Children should be encouraged to discuss the fairness of discrimination as experienced and to relate the feelings experienced to Eggplant's in the story. The point should be made that people, like Eggplant, often cannot remove the identifying characteristic that is the basis of the discrimination.

ONION GIVES IN

THEME GROUP PRESSURE AND STEALING

PURPOSE

1. To encourage children to resist peer pressure for engaging in behavior he/she feels is wrong
2. To emphasize that stealing is wrong
3. To point out that group pressures can be both positive and negative

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify behaviors that constitute stealing
- discuss why stealing is not acceptable
- express a value position toward accepting group pressure
- discuss behaviors that he/she thinks are wrong

STORY RESUME

One day Radish persuades some friends to come with him to steal Mr. Cauliflower's cane. Onion doesn't really want to go but does for fear of being rejected. The others pressure him to steal the cane even though he feels that it is wrong. Onion is caught and punished by Mr. Cauliflower. He resolves not to do anything he feels is wrong again.

PREPARATION

Review Onion's personality and the preceding situations in which no one waits for Onion and Onion is left out.

DISCUSSION AIDS

1. Onion doesn't want to go along with the others to steal Mr. Cauliflower's cane. He doesn't want to lose their friendship either. So he decides to go along. Do you think that he was right? What would you have done? (Discussion may consider peer group pressure as sometimes bad and sometimes good. The group could have pressured Radish into not going to steal Mr. Cauliflower's can.)
2. Do you think that Onion would really lose the others' friendship if he hadn't gone? (Corn refused to go with the group. Did she lose their friendship?)
3. Can anyone tell us about a time when your friends wanted you to do something that you did not want to do? What happened?
4. Do you think that it is okay to steal? Why? Why not? Do you think that Mr. Cauliflower deserved to have his cane stolen? Why? Why not? Have you ever stolen anything or do you know of someone who has stolen something? What happened? (Discussion should proceed on the acceptability and morality of stealing.)
5. What could Onion have done instead of going along with the others?

SUGGESTED ACTIVITY

Introduction: Group pressure is often thought of as a negative force. But it may be positive as well. This activity demonstrates how group pressure can be used to attain positive goals. Indeed, campaigns such as the United Fund drive or Oxfam may be seen to use group pressure to achieve a positive goal.

Activity: Ask the children to agree on an issue in which they will attempt to use group pressure. Saving electricity or antilittering might be ideal. When the issue is agreed upon, plan a campaign which attempts to get everyone in the school cooperating. For example, slogan buttons may be made for the children to wear, such as "switch off", "save a watt", "turnoff the juice", "stow it", "don't litter", etc. Posters may be made. Small cards with the appropriate message may be made and placed at all light switches or litter cans. Children may organize patrols of two or three to go around switching off lights (only when they are not in use) or picking up litter. They should, however, be instructed not to try to force (bully) others to comply. Instead they should rely upon their own example and numbers to persuade others to "join the team".

Discussion: After the campaign has been going on for about a week or two, discuss with the class about how it is working. Do they find that more people outside their group are turning off lights or picking up litter or not littering in the first place? Inevitably there will be people who choose not to comply. Group pressure is not always 100 percent effective. Why?

ONION HAS THE FLU

THEME MEDICAL DRUG USE

PURPOSE

1. To raise the issue of medical drug use
2. To emphasize that illness requires proper care
3. To encourage that prescribed medicines be taken under a doctor's guidance
4. To emphasize that medicines or drugs should be taken as directed

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- list situations in which a doctor should be consulted
- describe responsible behavior in using medicines or drugs
- articulate a value position with regard to the use of medicines or drugs

STORY RESUME

Onion is sick so Potato runs off to ask Corn what to do. She tells Potato that her Uncle Corn is a doctor and will see Onion. Uncle Corn examines Onion and finds he has the flu. He writes a prescription for some medicine to help Onion get better and tells Potato they must follow the instructions very carefully. Onion gets better and Mr. Cauliflower congratulates Potato for being so careful.

PREPARATION

Review the promises Mushroom made about the effect of the Magic Potion. Discuss the reasons why Potato considered taking it but decided against it. Raise the issue of medical doctors and the treatment of illness (when people "feel bad"). Medicines can help make a person well when used properly, but they can also make a well person sick if they are not used properly.

DISCUSSION AIDS

1. How do you think Potato has changed?
2. Onion feels bad. In another story, Potato felt bad. In what ways are the two feelings different? (Discussion should lead to the conclusion that one is physical and the other is emotional.)
3. When Potato gives Onion the medicine prescribed by Doctor Corn, he follows the directions very carefully. Why? (Discussion should uncover the need for responsible medicine use. If directions were not followed carefully, the medicine might have made Onion worse or not helped him at all.)
4. What is the difference between the Magic Potion and the medicine prescribed by Doctor Corn? (The Magic Potion attempts to change the real world. The medicine is for making a sick person well. The Magic Potion didn't work and the medicine did.)
5. What happens when you feel sick?

SUGGESTED ACTIVITY

Introduction: The preceding story and discussions focused on the medical use of drugs. Points arose regarding the use of medicine which can now be written down and expanded by the children.

Activity: Ask the children to make up a list of rules for using drugs or medicines. The activity may be done in groups and later compared or it may be done with the class as a whole for greater teacher guidance. Some of the rules that should be included are: following the directions in timing and amount, taking drugs only under the instruction of parents or a doctor, not using someone else's prescribed drugs, keeping drugs out of the reach of small children, only taking drugs when you are sick, etc. The school nurse may be enlisted to judge the list, help add to it, and/or speak about the rules. The activity may result in a poster for the room.

Discussion: Reasons for each rule should be discussed. It would be especially helpful to invite the school nurse or a doctor to help discuss the rules with the children.

CUCUMBER LOSES AT LAST

THEME REVENGE

PURPOSE

1. To explore the rights and wrongs of group action
2. To consider alternate ways of resolving a grievance
3. To show that Onion has learned not to give in to group pressure when he disagrees

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- identify alternate means of dealing with the undesirable behavior of others
- make responsible judgements regarding action taken in response to undesirable behaviors
- express a value position regarding the use of force to exercise group will

STORY RESUME

Tomato is crying because Cucumber has taken her hat. Onion suggests that they ask Mr. Cabbage what to do, but Radish insists that they deal with the matter themselves. They find Cucumber by the pond and throw him in the water. Cucumber returns the hat and the group marches off victorious.

PREPARATION

Briefly review the group pressure story (Onion Gives In) and the personality of "bully" Cucumber.

DISCUSSION AIDS

1. What do you like or dislike about Cucumber?
2. How do you feel about Radish?
3. What did Onion learn in a previous story?
4. Who would you agree with - Radish, who wants to beat up Cucumber, or Onion, who wants to ask Mr. Cabbage what to do? Why? Are there any other alternatives?
5. Tell us about a time when you had a fight (verbal or physical). What happened? What could you have done instead of fighting? (Discussion should uncover alternate courses of action to resolve the originating problem.)
6. What do you think would have happened if they had asked Mr. Cabbage what to do instead?

SUGGESTED ACTIVITY

Introduction: Although group revenge should be generally discouraged, group action may be used productively to solve a problem better than a single individual. The activity is designed to attend to a problem by group action which would probably not respond to a single individual's efforts.

Activity: Ask the children to help select a problem occurring in the school or neighbourhood that no one has really made an effort to prevent. This could be older children from another school bullying younger children, littering in the school and schoolyard, the monopolizing of the ball diamond by certain students, vandalism at the school, etc. With the

teacher's guidance in diplomacy and content, the class may be asked to prepare a petition or letter directed to an appropriate official requesting help in solving the problem. Each student should be permitted to sign the submission.

Discussion: A response to the submission may be discussed in terms of effectiveness. The person to whom the submission is sent might be invited to meet with the children to discuss the problem and its possible solution.

CHINESE CABBAGE VISITS

THEME CULTURAL DIFFERENCES

PURPOSE

To permit the exploration of cultural differences

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- give examples of culturally determined differences in people
- compare significant differences between cultural origins of classmates

STORY RESUME

Chinese Cabbage visits the garden and for hours tells the characters about many interesting things about his country. When it is time for him to leave, he asks the Garden characters to send someone to visit him in China. They agree to hold an election and to send someone soon.

PREPARATION

Ask the children to identify cultural backgrounds in their families. List the different family origins on the chalkboard. Discussion may pursue the multicultural origins of the town, city, province, country. Some care and sensitivity to community attitudes might be necessary.

DISCUSSION AIDS

1. How has Beet changed since the time she was waiting for Eggplant?
(She is more willing to speak up and ask questions.)
2. What did you learn about China? How is it different from our country? How is Chinese Cabbage different? How is he the same?
(Discussion may pursue the children's experiences with different cultures and different countries. The opportunity should arise to discuss children's travel experiences even if they have little cultural significance.)
3. Corn said that she was glad that Mr. Cauliflower didn't come to meet Chinese Cabbage. She was sure that he would not like Chinese Cabbage. Why? (The issue of racial prejudice may be discussed and linked to the story of Eggplant's arrival.)
4. Does anyone in the class speak another language? What one(s)?
(Children who speak another language may be asked to demonstrate for the class. Discussion may follow on what constitutes a language.)

SUGGESTED ACTIVITY

Introduction: Our ideas of what is right or wrong are influenced by where we live and how we live. What is acceptable or not acceptable may change if we were to move to another part of town or to another part of the country, or to another country. Customs differ from house to house. Things may be done differently in our friends' houses since it is where and how each of our parents grew up which determines many of the customs that we continue to use.

Activity: Ask the children from different cultural backgrounds to ask their parents for information and/or objects uniquely associated with the originating culture. These may be brought to class for the other children to hear and see. Parents themselves may be asked to participate.

Discussion: Discussion may expand on that begun with the preparation activity. Emphasis may be placed on what we know as a Canadian culture originating from the efforts and customs of many much older cultures.

LITTLE GREEN TOMATO IS TOO YOUNG

THEME WANTING TO BE OLDER

PURPOSE

1. To assist the child to accept his/her own pattern and rate of growth
2. To emphasize difficulties in attempting to short cut to a desired physical or mental state
3. To stress the importance of being acceptable to one's self

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- describe differences that occur in children's pattern and rate of growth
- describe difficulties that might occur when attempting to engage in behaviors beyond present maturational levels
- identify advantages of present developmental stage that will disappear with maturation

STORY RESUME

Little Green Tomato is upset because she is too young to attend the election. She is jealous of her red sister who can do so many things she can't. She paints herself red and tries to go to the election anyway. At the entrance she is stopped by Eggplant. On the way back home she stops to play with Pea and Bean. Then they all go back to Pea's house for ice cream and cake.

PREPARATION

Ask the children to discuss what younger children can do that they can't or don't want to do anymore.

DISCUSSION AIDS

1. Why is Tomato red and Little Green Tomato green? In what ways are you different from younger and older children? Why are you different?
2. What other ways could Little Green Tomato have tried to become red? Would anything have worked?
3. Have you ever tried to look older? What happened?
4. What did Little Green Tomato do when she couldn't get in at the election?
5. Have you ever wanted to do something, but couldn't because you were too young? Why?
6. What kinds of things can grown-ups do that you can't do? What kinds of things can you do that adults can't do? (Discussion should focus on the advantages of being the age of the children.)

SUGGESTED ACTIVITY

Introduction: It is important to be realistic in our choice of goals. Logically impossible goals, such as being a track and field star or a figure skating champion next week is not realistic. Instead, we should attempt to make the best possible use of our available options.

Activity: Divide the class into three groups. Ask one group to think about the best things associated with being younger than they are now, another group to think about the best things associated with being the age they are now, and the last group to think about the best things associated with being grown-up. Each group should compile a list of its findings. (With

younger children, the teacher may handle each issue separately with the class as a whole.) The lists should be placed on the chalkboard.

Discussion: We can only be one age at a time. Each has its own advantages and disadvantages. As we become older, we lose many of the advantages and disadvantages of the younger age and take on the characteristics of the older person. It is not possible to go back to a younger age to enjoy the accompanying benefits. Discussion may conclude that it is important to take full advantage of the current age one has.

THE WINNING CANDIDATE

THEME FREEDOM OF CHOICE AND SEXUAL EQUALITY

PURPOSE

1. To explore the concept of sexual equality
2. To examine the selection of people by an equitable process
3. To encourage respect for differing opinions
4. To show that friends may hold different opinions without compromising friendship

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- describe the principles of an election process
- distinguish between appropriate and inappropriate characteristics of a person for a specific role
- describe the meaning of sexual discrimination in relation to racial discrimination

STORY RESUME

Radish, Corn and Carrot are candidates in the election to send a representative to China. Each gives a speech after which everyone votes. As Mr. Cabbage starts announcing the name of the winner, Carrot jumps up and starts bowing. He believes he has won. Mr. Cabbage tells him he is mistaken and that Corn has won. Carrot is embarrassed and withdraws. That evening he decides to take the Magic Potion.

PREPARATION

The children may be asked to discuss the events of an election. When presenting the story, stop on page 117 (where Mr. Cabbage goes to count the ballots), and ask the children to vote on the candidates. (The same method as used in the story might be used.)

DISCUSSION AIDS

1. Why do you think Corn wins the election? (Discussion should focus on her desirable attributes for the job.)
2. Can girls and boys do the same things? Why or why not? Is it fair to stop someone from doing something just because they are a girl or a boy? (Discussion may determine that people should be judged on their ability rather than their sex. A link should also be made to racial prejudice and discrimination discussed in other stories. Discrimination may occur for many reasons that have nothing to do with relevant characteristics.)
3. Is it better to vote for your best friend or for the person that can do the best job? (Sometimes a friend can be the best person for a job. How can we keep these separate?)
4. Why does Carrot decide to take the Magic Potion? What else could he have done?
5. Do you think that the Magic Potion will help Carrot?

SUGGESTED ACTIVITY

Introduction: Some activities are identified more with one sex than the other sex. Sometimes we assume that this is due to some innate sexual difference rather than culture. When we examine the activities identified with either sex, few may be found that are biologically determined.

Activity: Ask the class to make two lists. One should describe activities they feel members of the opposite sex can do particularly well. The other should describe personality characteristics of the opposite sex. A boy's list may look like this - cooking, sewing - sissy, smart, etc.

Discussion: Discussion may attend to inconsistencies between the columns and the overlap between the lists. Boys may be asked if they could do the things on the "girl's activities" list if they really tried. Girls may be asked if they could do the things on the "boy's" activities" list if they really tried. Individuals or groups may be asked to role play the other sex using the list as a guide. (It should be concluded that the activities in which people engage ought to be governed by interest and ability rather than sex.)

CARROT'S DECISION

THEME DEALING WITH DISAPPOINTMENT

PURPOSE

1. To focus on the unhappiness that may result from losing a contest
2. To stress that unhappiness can lead to withdrawal and other inappropriate behaviors ("magical" solutions)
3. To permit discussion of drug use/abuse as a solution to perceived problems (where appropriate)
4. To show that life is full of ups and downs which must be dealt with appropriately

BEHAVIORAL OBJECTIVES

At the end of this story unit, the child will be able to:

- compare the feelings of both winners and losers in a contest
- describe how unhappiness may be overcome in constructive ways

STORY RESUME

Feeling alone and miserable, Carrot watches everyone waving good-bye to Corn. He has been taking the Magic Potion and is waiting for Mushroom to come back with more. When Mushroom appears, he asks Carrot to go away with him to a garden where he can always feel good. Mr. Cabbage attempts to convince Carrot to stay and Carrot is left to make the decision.

PREPARATION

Re-examine the stories in which Carrot takes a major role in order to build a character profile. Repeat, using Radish as the focal character. Ask the children to recall and describe how Carrot and Radish felt about losing the election.

DISCUSSION AIDS

1. Taking each of the major characters in turn, discuss how they have changed if at all and why they have changed.
2. Which character do you like the most? Why?
3. Why do you think Mr. Cauliflower refuses to ride on Eggplant's new bike?
4. Why has Carrot taken the Magic Potion?
5. Has Carrot solved his problem by taking the Magic Potion? Why? What else could he have done? (Discussion may focus on constructive ways of dealing with unhappiness.)
6. Mushroom told Brussels Sprout in a previous story, "You always have to pay". In what ways do you think Carrot is "paying"? (Carrot is relying completely on Mushroom; he is unhappy with the Magic Potion; he misses out on all the activities in the garden; he gave his glasses to Mushroom, etc.)
7. Mr. Cabbage thinks Carrot should stay in the Garden. What do you think he should do? What do you think Carrot will do?
8. Is it possible to be happy all the time? (Life has both ups and downs.)

SUGGESTED ACTIVITY

Introduction: Disappointment is a common occurrence in life. We cannot avoid disappointment, we must learn to deal with it. In the preceding

story, Carrot and Radish suffered disappointment for not winning the election. Each responded to the disappointment differently. Carrot sulked and withdrew. He did not go to the party. He decided to take the Magic Potion to ease his disappointment. Radish, on the other hand, dismissed the situation by pretending he didn't want to go to China anyway. He went to the party. The children may wish to discuss which ways of handling the disappointment were better—even without the decision to use the Magic Potion.

When we experience a disappointment, we tend to focus on the loss of something good or desirable. We seldom attend to the not-so-good things we may also have lost. As discussed in previous stories, there are advantages and disadvantages in every situation. The following activity draws attention to this in a disappointing situation.

Activity: Using the story just completed, ask the children to identify

1. Good things about winning the election,
2. Not-so-good things about winning the election.

For example, good things about winning might include: the recognition, travel, meeting new people, representing the Garden, etc. Not-so-good things might include: having to leave home, missing friends, getting behind at school, missing out on the fun at home, etc. (Older children may be permitted to work in groups. Younger children could supply suggestions for direct transcription on the chalkboard.) Placing the lists side by side draws attention to the fact that there are both advantages and disadvantages to winning the election. Note also that from Carrot's and Radish's perspective, the advantages and disadvantages are reversed. They may also avoid the not-so-good things too. This may be emphasized by retitling the lists for Carrot's and Radish's perspective.

Discussion: Other situations may be similarly used to demonstrate how a disappointment may be seen in more positive terms. Since we cannot do anything about many of the situations causing the disappointments, we can take advantage of the opportunities that result.

